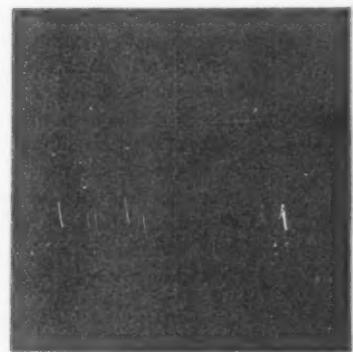
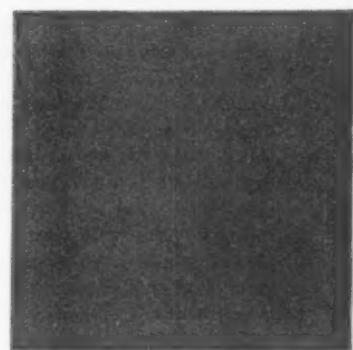


APRIL 1952

*April shower in Korea*

ACME PHOTO

## *The American Teacher*





JOHN M. EKLUND

## *The ILO and the problems facing teachers throughout the world*

*From the address delivered by AFT President John M. Eklund at the Plenary Session of the International Labor Organization's Advisory Committee on Salaried Employees and Professional Workers. The committee met in Geneva, Switzerland, February 18 to March 1. Mr. Eklund was one of the delegates representing the AFL at the conference.*

**D**URING these few minutes at my disposal I shall not attempt to deal with the myriad problems facing the schools of the world, but shall address myself to those problems which are of peculiar significance to teachers and to the solutions which will come through a closer identification with the trade union movement and through the efforts of the ILO.

In terms of living costs, job security, old age benefits, hours and working conditions, a teacher is in no way different from any other worker. He is subject to the same hazards of inflation, of loss of job, and of arbitrary treatment from his supervisors as are all other workers. The solutions of these problems he will find through the selfsame means which workers everywhere have employed; namely a strong, efficient organization which will speak collectively for the individual. One of the reasons that school teachers have been among the last to solve economic and social problems related to their craft is that they have been most reticent in many instances to employ those effective methods of collective action which have served the workers of the world so well.

Not only are teachers handicapped by this reticence, coming frequently from a false notion of what is truly professional, but they are also public servants, subject to the controls and employment conditions faced by all public workers. Thus the problem in this occupation is two-fold: to assist teachers in the collective solution of their particular problems, and second, to develop those techniques and procedures which will be effective in negotiations with public boards and agencies.

In working toward the solution of the problems of public employees in general, the ILO will move toward the solution of the problems of teachers and by so doing will at the same time render an inestimable service to education throughout the world.

### **1. Collective bargaining and negotiation for public employees**

There has yet to be developed a sound procedural method whereby public employees may effectively solve their economic problems through collective bargaining. They are employed by public boards and agencies. In many cases they cannot function as trade unions in the full meaning of the word unless and until those public agencies, or the people themselves, grant the rights of negotiation to the unions in this field. In addition, having a responsibility to the basic service of the nation, they are frequently loath to strike against the common good. In place of the weapons open to most trade unions there must be developed techniques to supplant them; and these techniques must be equally effective.

### **2. Shortage of qualified personnel**

It should be clear to all that if teaching offered the security and wage returns open to other professions and crafts in the economy, there would be no shortage of teachers. At the present time, there is no area in the world that is not faced with a precarious shortage of trained and competent persons to staff the schools. While some nations speak of surpluses, and of broad scale unemployment in the

*(Continued on page 14)*

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# The American Teacher

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Published by The American Federation of Teachers  
affiliated with The American Federation of Labor

*Editor:* Mildred Berleman

*Associate Editor:* Julia Lorenz

*Editorial Board:* James Fitzpatrick—chairman,

John Eklund, John Fewkes, Irvin Kuenzli

Ann Maloney, Catherine Sheridan

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## SECRETARY-TREASURER'S PAGE

### *"Helping ourselves" in Europe*

DURING the first two weeks of February 1952—on a brief vacation trip in Europe to attend several educational meetings in connection with the program of the International Federation of Free Teachers Unions—I had a unique opportunity to discuss current professional problems with leaders in teachers' unions and other "white collar" unions in France, Belgium, Italy, and Switzerland. One of the most impressive facts about conferences of this kind is that teachers of the United States have much to learn from the teachers of Europe about union organization and collective bargaining.

#### **Teachers of Europe have greater security**

One of the most important fields in which the teachers of Europe have attained much higher standards than the teachers of the United States is that of teacher tenure or job security. Since European teachers generally possess civil service status, they are not faced with the problem of unjust dismissal without cause—a common professional problem in the United States. In fact, dismissals of teachers because of school politics or for punitive reasons, because of failure to "support" the incumbent school administration, are practically unknown in the free nations of Europe.

On February 5, I addressed a group of leaders of the free teachers' union organizations in Paris, France. Officials were present from two of the French teachers' unions and from the international teachers' organizations, IFTA and FIPESO. During the discussion period these teachers were amazed to learn of the weakness of teacher tenure laws in the United States and of the constant battle to defend teachers from unjust dismissal or unjust transfer.

#### **Belgian teachers receive extra pay in summer**

In Belgium a very wholesome philosophy has developed regarding vacation pay for teachers. Believing that teachers should return to their classrooms in the fall truly recreated mentally and physically as a result of their vacations, but that they cannot afford such vacations on the regular salaries, *teachers are paid time*



IRVIN R.  
KUENZLI

*and a half for summer vacation.* This is indeed a wholesome contrast to the practice in the United States, where teachers are generally unemployed without pay during so-called summer vacation.

In the city of Liège, Belgium—famous for the Battle of the Bulge—I conferred with officers of the strong teachers' union of the city and visited one of the most progressive school systems I have ever seen. The city has an outstanding program of health and physical education which might well be emulated by the cities of the United States. Liège is known as the trade union center of Belgium and organized labor has given excellent support to this outstanding school program.

#### **Italian teachers paid for 13 months annually**

In Rome, Italy, on February 13, I met with officers of the Italian Elementary Teachers Union. This is a strong free teachers' union with 95,000 members. A surprising feature of the working conditions of the Italian teachers is that they are paid "13 months out of 12" instead of 10 months out of 12, as is generally the practice in the United States. At Christmas time the teachers receive an extra month's pay. Also, the Italian Teachers Union is working toward a government-supported program of low cost housing for teachers.

\* \* \*

A very practical example of support from unions in Europe is the fact that the ICFTU Consultative Committee on White Collar Workers meeting in Geneva, upon learning of

the difficult battle which the teachers' union in Providence were waging to secure a cost-of-living adjustment in salaries, sent a cable to the teachers expressing sympathy in their cause and best wishes for a successful negotiation of a satisfactory salary schedule. Thus, for the first time in history, representatives of white collar and public service unions from several nations were giving direct support to an AFT local which was involved in a serious collective bargaining controversy. When this cable was received, one of the officers of the Providence local exclaimed: "And just to think I have always been opposed to everything international!"

This is an excellent example of the manner in which teachers in the United States can "help themselves" in a practical and functional manner by cooperating with international organizations of white collar workers. The AFT will be greatly strengthened by the recent activities of the ICFTU and the ILO on behalf of white collar and professional workers.

**European meetings consider the plight of the "white collar" worker**

Two meetings of special significance to teachers in the United States were held in Geneva, Switzerland, during the month of February 1952, to discuss the collective bargaining rights of white collar workers and public employees. During the last two weeks of the

month a conference was sponsored by the International Labor Organization to discuss the economic status of the white collar worker. The ILO is an agency representing labor, management, and government. President Eklund was one of the representatives of the AFL at this meeting.

On February 15 and 16, preceding the ILO meetings, the Consultative Committee on White Collar Workers of the International Confederation of Free Trade Unions held a two-day conference in Geneva to outline a program of action in defense of the rights of the white collar worker. It was my privilege to attend this meeting as a representative of the International Federation of Free Teachers Unions. Out of a long list of proposals the Conference selected three to be supported in the ILO meeting: (1) the right of public employees to organize and bargain collectively; (2) severance pay for white collar workers; and (3) social security for public employees. *It should be noted that the first and third of these objectives are vital problems in the AFT at the present time.* Support by both the ILO and the ICFTU of the right of public employees to organize and bargain collectively will be a powerful argument against legislation currently proposed in several states to deny to teachers the right of collective bargaining.

## **Teacher Union Summer School To Be Held in France**

**A**n international summer school for union teachers will be held in Paris, France, July 14 to 20 inclusive, under the sponsorship of the International Federation of Free Teachers Unions. Before and after the summer school, special educational travel will be arranged in France and neighboring countries. It is expected that the cost of the entire trip, starting from New York and returning to New York, will be approximately \$500 to \$700, depending on the amount and kind of travel within Europe. This amount includes the cost of the summer school, transportation to and from Europe and within Europe, and room and meals.

It is expected that the group will leave about July 1 and return about August 1.

Three courses of study will be offered at the summer school: (1) Collective bargaining and union rights of teachers; (2) The function of the International Federation of Free Teachers Unions within the International Confederation of Free Trade Unions; (3) The place of teachers' unions in the labor movement throughout the world.

Certificates of attendance will be given, but no university credit. In many places, however, the international school and educational travel should receive credit for in-service training.

For further information, write to AFT Secretary-Treasurer Irvin R. Kuenzli, 28 East Jackson Blvd., Chicago 4, Ill.

# A Fundamental Elementary School "Core" -- Courtesy and Human Relations

By Robert F. Topp

*Director, College Elementary School, Arizona State College, Flagstaff, Arizona*

ALMOST completely neglected by some teachers, taught haphazardly by others and very well by a few, courtesy and human relations deserve an established place in the elementary school curriculum.

## Whose responsibility is it?

A relatively small proportion of parents fully accept the responsibility of transmitting to their children important customs related to getting along harmoniously with their associates. The church and Sunday school reach comparatively few children, and those for inadequate periods of time. Consequently, it is not surprising that the schools should be called upon to take their familiar role as custodians of elements in our culture which other agencies are failing to pass on to each new generation.

It must be recognized that many aspects of human relations have been taught conscientiously by some elementary school teachers. To those teachers, and to parents who also accepted the obligation, goes much of the credit for establishing such concepts to the extent that has been true in the past.

But impetus for accomplishing this important learning came from those individuals who were imbued with a keen sense of social responsibility rather than from any organized effort on the part of administrators and teachers working together. The natural result has been the existence of great inadequacies among those children who are not taught by such exceptional teachers, while even those who were fortunate enough to have had an occasional teacher who concerned himself with this aspect of education have not enjoyed the complete instruction that they should have received. It is lamentable that essential training of this nature should be left

largely to chance, while other less significant educational objectives are being more adequately met.

There is no dearth of opinion regarding our neglect of courtesy, thoughtfulness toward others, and neglect of human relations in general. Visitors from other lands and discriminating citizens of our own country often have expressed amazement at the brusqueness and lack of consideration for the amenities of social interaction that seem to characterize much of our behavior. It appears that getting along harmoniously and efficiently with one's associates, whether in the family and small occupational groups, or in larger social and political units, could be much improved. Obviously, children are not the only offenders, or even the main offenders, but adults were once children undergoing education in our elementary schools, and had they received better preparation in this area their shortcomings might not be so great.

## Are we less courteous than other people?

We Americans have been quick to defend our behavior by explaining that we really are no less courteous than people in other cultures. We call attention to the fact that because we adhere to the democratic creed of free speech and equal rights for all people we only appear to be discourteous to those who may be used to a different way of association. Perhaps this is true to some extent, but for those who have given much thought to the matter there is more than a suspicion that we are overlooking some of the important techniques and concepts that enable people to live happily together. It is more than likely that considerable improvement could be made in our relationships with each other without danger of becoming subservient or of abandoning any of our democratic ideals.

For a while there was some question as to who was to be responsible for passing on these skills to children. Teachers have said with some justification that if short-comings exist parents are mostly to blame. Not only has the home through long custom been the place where that kind of information was instilled, but only under conditions provided by the home could habits related to this area be established with real permanence and understanding.

On the other hand, parents may have felt that training in courtesy and similar instruction should be part of the school's job. To the parent it would seem that teachers know more about manners and customs that are generally acceptable and that they are thereby in a better position to teach them to children. In addition, the home has undergone drastic alteration, for no longer does the large family gather about the kitchen table during the evening to discuss matters of this nature. An entirely different sort of family life, too familiar to need description, has developed. It is obvious that with neither group accepting the responsibility, the transmission of facts and skills in human relations could not be accomplished well.

But now the argument has been settled, generally speaking, and the school is the loser, or the winner, depending on one's point of view. Seemingly irreversible changes in family life

indicate that the school must take over the job of passing on to children most of the techniques and the basic philosophy motivating social activity. This being the state of affairs, schools should do much more than continue in their present unorganized fashion to prepare children for the various roles they must assume in society. Courtesy and related topics should be made as much a part of the elementary school curriculum as reading or arithmetic, for there is no question but what all are essential.

Careful preliminary planning for instruction in this area is perhaps even more important than in other elementary school activities because few textbooks are devoted to it.<sup>1</sup> Without a thorough plan of action the study of human relations is bound to be relegated to that mysterious bloc called "concomitant learnings" which everyone suspects is important but which no one finds time to teach. The need is great for materials specifically planned for teaching courtesy at each grade level.

Much of the information desired and correlated activities to be planned will have to be drawn up by committees of teachers and mimeographed or printed for the schools participat-

1. Note, however, that some publishers of elementary school texts are becoming aware of the need for materials of this nature. For example, Scott-Foresman's *You and Others*, and *You're Growing Up*, sixth and seventh grade health books, show that tendency.



*First-grade pupils of the College Laboratory School, Arizona State College, Flagstaff, Arizona, practice courtesy while enjoying mid-morning lunch.*

ing.<sup>2</sup> This procedure has its advantages in that the content may be adjusted to local conditions. There will be considerable variation in the type of material that will be presented in different areas of the country. For example, isolated rural areas might require a much simpler beginning in the teaching of social relations than might be advisable in densely populated areas where some skills could be taken for granted. Human relations could provide the theme for a core program, or at least for an extensive unit of study.

Many other curricular areas could be directed toward that theme. Much instruction would be accomplished through use of indirect methods of teaching courtesy and the like, such as appropriate library reading, drama, talks by community people, radio programs, and television if that facility is available. Moving pictures could be of inestimable value, especially if the teacher makes a point of discussing with the children parts of the movie that relate to human interaction.

#### **What are the child's needs at each level?**

As in any project related to curriculum development, one of the first steps is to determine the child's needs at each stage of growth for information and skill in various aspects of human relations. This can partially be accomplished through retrospection, as those involved in working out the program think back on their own experiences for problems relating to courtesy. Experienced teachers will readily recall the types of problems children most often encounter at the various grade levels. A survey of business people, social leaders, and others who work closely with adults and children would yield much information about the shortcomings of young people and adults in the area of human interaction. The children themselves should be questioned to determine where they feel the greatest lack in their own preparation to get along with people. Published materials will be of some help in determining content and activities related to the project.

After the optimum number of skills and attitudes directly associated with standards of conduct has been ascertained, there remains the

task of placing each fact or skill at the level or levels where it is most useful and at the same time most readily acquired. Here again, the judgment of the teachers involved in the construction of the program will be of great value, especially if provision is made for shifting content up or down as changes are found to be necessary.

Most people will agree that fundamental habits of conduct, as well as attitudes which permanently influence behavior, can be established most efficiently during the early years of education. Young children are more suggestible, idealistic, and openminded than children of more advanced years. Unfortunately, not all the desired skills in human relations can be packaged and dispensed to children during the first six years of school, even if the ideas were not too complex for them to understand. Factors such as interest, sexual maturity, and experience must dictate somewhat the subject-matter to be approached at each grade level. Again, the problem is not insurmountable, for cooperative group thinking will disclose some rules of courtesy and other concepts of that nature which little children should acquire as soon as possible, while more intricate aspects of human relations will prove to be more appropriate at upper elementary grades or at the high school level.

#### **What rules of courtesy should be taught during the early years?**

For example, the need is frequent for young children to say "please," "thank you," "excuse me," or to get chairs for visitors who come to the home or the school. These and other basic social acts should be established early in life if they are to become habitual. At the same time the need for such behavior should be made clear to the children involved, and provision made for them to have actual practice in each type of skill.

At upper elementary grade levels the different roles of the man and the woman, the young and the aged, the healthy and the handicapped should be introduced, discussed, and understood. Examples of significant topics for discussion and study might include gossiping and its undesirable effects, punctuality at social affairs, consideration for the sensitivities of other people, and similar common problems. Each should be approached with frankness and

2. Teachers can get some help from texts such as: Bullis, Edmund H., and O'Mally, Emily E., *Human Relations in the Classroom*, Course I, The Delaware Society for Mental Hygiene, 1404 Franklin St., Wilmington, Delaware, 1947, 222 p. Bullis, Edmund H., *Human Relations in the Classroom*, Course II, same publisher, 1948, 219 p.

the attempt made to encourage an understanding somewhat deeper than mere rule-learning.

**Children can understand many social problems**

Fortunately, children can understand many social problems far better than many adults would believe. Perhaps because such issues are close to their lives they acquire insights that are all the more surprising because adults have neglected teaching children about those matters. An example of the type of interesting problem that has been known to cause spontaneous discussion is that of a group of sixth grade children who hit upon the subject of selecting friends. A number of children supported the idea that one should make friends with an eye to the "help" or "good" that friends can do for one. An opposing group held to a different view: briefly, that mutual interest and a "give and take" relationship should form the basis of friendship. The enthusiasms engendered by the discussion and the obviously

instructional outcomes made it well worth the class time devoted to it.

Few teachers fail to recognize the essential need for education in this neglected area. Ultimately, everything of importance that occurs in the lives of people is dependent upon the ability to associate with other people under circumstances of mutual respect and good will. If children have not had the privilege of undergoing a gradual but thorough program of education in the intricate relationships that exist among people, they are almost certain to be handicapped to some extent. We in elementary education must accept the fact that we shall be largely responsible for the inability of people to adjust to each other (barring abnormal emotional conditions) if we fail to make careful provision for such instruction in the elementary school curriculum. Under present conditions and foreseeable future ones, no one else can accomplish the task so well.

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**Mail application (by May 10, 1952) to**

**Miss Layle Lane  
226 W. 150th Street, 2J  
New York 30, N.Y.**

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**APPLICATION FOR SCHOLARSHIP FOR A.F.T. WORKSHOP**

**awarded by Committee for Democratic Human Relations**

The American Federation of Teachers has made available a scholarship of \$100.00 to cover the costs of tuition and living expenses of an AFT member attending the AFT Workshop at Madison, Wisconsin.

This scholarship is awarded in the hope that it will aid the recipient in strengthening the practice of democratic human relations within his or her local and its community. It is also hoped to facilitate the development of favorable public opinion regarding labor unions and their aims. Preference will be given a candidate living in an area where acceptance of democratic human relations such as lack of bias based on social, racial, religious, or economic factors seems difficult to attain.

Name.....

Address.....

Present teaching position.....

Professional affiliations.....

Labor affiliations.....

Community activities.....

Remarks (may be a statement of reasons for application).....

# Find Recreation and Gain Union Know-How

## at AFT's Summer Institute Held at Madison, Wisconsin, August 3-15

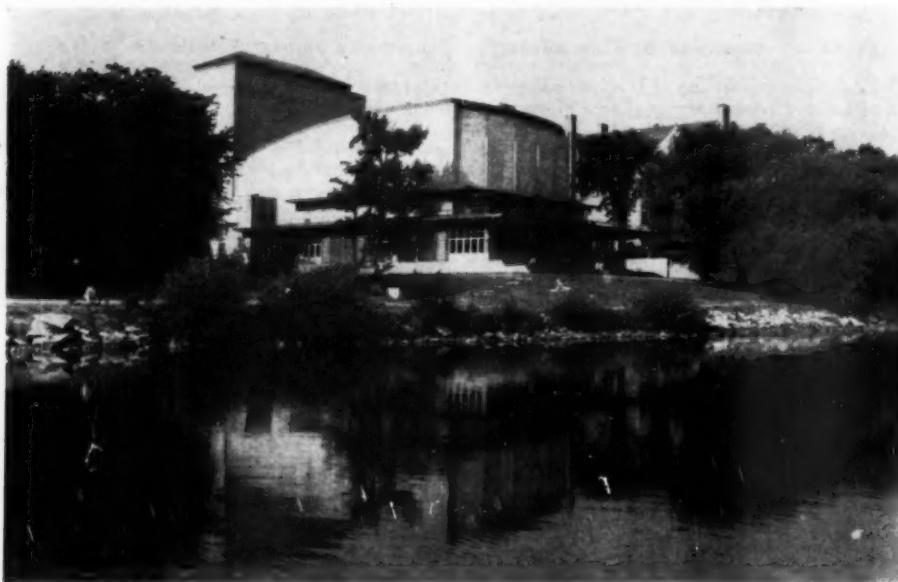
WISCONSIN has a long history of workers education, and the University of Wisconsin's School for Workers, established in 1925, is a part of this proud tradition. Its staff carries on labor education programs throughout the year, and in the summer plays host to the institutes of numerous labor organizations. Within recent years, the AFT has held an annual institute on the Madison campus. As usual, while the AFT classes are limited to AFT members, the recreational and social programs offer

numerous opportunities to mix with members of other trade unions.

### **Excellent facilities**

Visual aids and classroom facilities will be available for the effective carrying out of the institute program. Also accessible to the institute will be the University's fine library with its outstanding collection of materials on labor history and its labor periodicals.

The School for Workers has excellent facilities not only for work, but for play as well.



*A view of the Wisconsin Student Union, which is on the shore of beautiful Lake Mendota.*



*The dormitories which will be used by the AFT Members attending the AFT Summer Institute.*

The University is particularly well located for a summer institute; the campus lies on the edge of Lake Mendota, which provides excellent swimming and boating, as well as cool breezes and beautiful vistas. The college grounds are designed for the most complete use of this water front.

The Wisconsin Memorial Building includes among its attractions a lakefront dining terrace, comfortable lounges, a snack bar, and recreation facilities such as bowling, ping pong, billiards, and a movie theater. Dotted along the lake shore are wooded paths and picnic places. Trained recreational leaders will be a part of the institute staff. Fields will be available for team sports such as baseball and volleyball. There will also be room for square dancing.

#### **The schedule**

The AFT institute is scheduled to begin on August 3. Lectures and discussions will be programmed for the morning sessions; afternoons

and evenings will be devoted to workshops and recreation.

#### **Subject matter**

The schedule includes lectures and discussions by competent speakers on professional organization, the background of the labor movement, current labor problems, labor in the international scene, and inter-group relations. Workshops in union organization problems and techniques will be set up with the emphasis on how-to-do-it.

#### **Fees**

The cost of room and board and of all lecture and workshop fees is covered in the fee of \$80 for the two-week institute.

#### **Reservations**

For reservations and further information address:

**Professor Edwin Young  
School for Workers  
University of Wisconsin  
Madison, Wisconsin**

# AFT Graduate Workshop

## on Problems of the Classroom Teacher Bard College, Annandale-on-Hudson

July 14-August 8

### THE PROGRAM

A four-week workshop designed to deal with specific problems of the classroom teacher. Lectures, discussions, and projects will be planned to deal with definite techniques and materials to aid teachers in doing a better teaching job. Three areas of particular interest are to be considered:

1. Classroom needs, interests, skills, and relations
2. Curriculum materials, development, and evaluation
3. School-community relationships

Emphasis will be placed on working in areas of specific interest to AFT members attending the workshop. If you are interested in attending, indication of your interest at the earliest possible date will aid in planning the workshop program in detail.

### THE FACULTY

Outstanding lecturers and resource people chosen in consultation with the accrediting university will participate in the workshop.

### CREDIT

Six hours graduate credit will be granted by New York University School of Education.



*Among the attractions offered to those attending the AFT Graduate Workshop at Bard College are the many opportunities for recreation and the exceptional beauty of the campus.*

PIX, INC.



C. EGGERT

*Looking out upon the Hudson River from the Bard College campus.*

#### **THE PLACE**

The beautiful and extensive campus of Bard College is located on the Hudson River about 100 miles north of New York City.

During the summer there are ample opportunities for recreational activities. Swimming, tennis, badminton, bowling, golf, squash, and racquets are available for those interested.

Trips can be arranged to summer theaters at nearby Clinton Hollow and Woodstock, and to concerts at Tanglewood.

#### **FEES**

Registration, class fees, tuition fee for six hours graduate credit, and room and board for the four-week session will be \$280.

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#### **FOR FURTHER INFORMATION, PLEASE FILL OUT AND RETURN**

---

**Miss Catherine Sheridan, Chairman  
AFT Bard-New York University Workshop Committee  
3657 Broadway  
New York 31, N.Y.**

**Please send me further information regarding the AFT Workshop at Bard College scheduled for July 14-August 8.**

**Name . . . . .**

**Address . . . . .**

**City and State . . . . .**

# *The ILO and the problems facing teachers throughout the world*

*(Continued from page 2)*

professions, yet there remains a rather significant shortage of highly trained people who are competent in modern methods of teaching. In my country during the past five years we have succeeded in attracting into teaching far fewer qualified teachers than the numbers needed to staff the schools. There is consistently a turnover of from five to seven percent, and each year there are approximately 800,000 additional pupils to be taught. Until such time as the economic and social attractions in the teaching field can equal those benefits coming to workers in other professions and crafts, this shortage will continue.

A basic evaluation should be made of the reasons for the failure of young people to enter the teaching profession. Until the reasons are revealed by such a study we shall continue to face a critical situation, with children either untaught or badly taught by untrained teachers. The ILO might well devote itself, through this committee, to this fundamental problem facing the nations of the world at this time.

Another solution suggested in the General

Report on page 97 is that greater use be made of scholastic and vocational guidance, vocational training, and, where appropriate, international exchanges. If resources of nations, where certain surpluses exist, might be tapped to meet real emergencies and shortages in other nations, a start might be made toward easing the most critical situations. In any event an analysis of the trained personnel in the educational field throughout the world would assist in an overall understanding of the general problems arising from the lack of trained and competent teachers, and a better disposition of available resources in personnel might be possible.

### **3. Unsatisfactory working conditions**

While low salaries and lack of opportunity to participate in overall policy are major difficulties facing teachers in general, every teacher, no matter what his economic status, is directly affected by the conditions under which he works. High salary can never compensate for lack of individual freedom, overload, and the poor physical environment in which many



*AFT President John M. Eklund addressing the Plenary Session of the International Labor Organization's Advisory Committee on Salaried Employees and Professional Workers. Mr. Eklund was one of the delegates representing the AFL at the conference, which was held in Geneva, Switzerland, February 18 to March 1.*

teachers find themselves. As surely as these unsatisfactory conditions affect the teacher, they in the same manner affect the educational experience of the child.

The worker himself, the teacher, must set the standards of his craft, and establish the conditions under which a suitable and profitable educational experience may be possible. Long hours without any opportunity for the teacher to be free from responsibility for the children, unsanitary and unhygienic facilities, bad lighting, poor ventilation, hazardous structures, are a threat to the well-being of both the child and the teacher. When the problem is solved for the teacher, the child immediately benefits to an even greater degree.

#### 4. Tenure of service

A worker who has spent four to seven years beyond a secondary education in preparing himself for a highly specialized task in the community might justifiably expect to continue in that employment unhampered. It is sad to relate that the job of the teacher is one of the most precarious in terms of personal security. Either he must solve his own problem through methods of collective action, or the communities and the states through legislation must assure him of the right to work during competency. The ILO might devote itself to an examination of the hiring and firing provisions and conditions pertaining to teaching.

#### 5. Social security and retirement

Basically the teacher has the same retirement needs as other workers. There is no reason to deny the same overall coverage for accident, illness, and old age that are given to other workers. In this respect teachers have too frequently had to win for themselves those benefits.

\* \* \*

In a very commendable fashion the General Report has drawn attention to the international attempts on the part of teacher organizations to attack these and other problems. Teachers are at last coming to realize that progress toward the solution of workers' problems is commensurate with their collective strength and their will to strive for solution. Recently there has been formed under the ICFTU an international organization of teachers' unions, the IFFTU. High on the agenda of this organization is cooperation with UNESCO and the ILO.

**put 'er here,  
partner!**



500,000 Mail boxes in the United States are your partners in the fight against cancer.

A contribution addressed to "Cancer" in care of your local post office will help guard your family, yourself and your community.

Next time you see a mail box, "put 'er there, partner!" . . . as generously as you can.

#### AMERICAN CANCER SOCIETY

Here is my contribution of \$ \_\_\_\_\_  
in support of the Cancer Crusade.

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

the two Agencies of the UN through which they may effectively bring to light not only their predicament as workers, but the precarious conditions prevailing in far too many of the schools throughout the world. This attempt at international cooperation, and others mentioned in the text of the General Report, are most encouraging.

A close integration and relationship with UNESCO on educational problems, and expert and comprehensive studies in the areas I have cited above, may give the ILO a unique position of leadership in alerting the world to the peculiar conditions which have penalized public service employees, particularly in the field of education. If these conditions are improved, not only will teachers benefit but children will be given an increasing opportunity to build a better world.

# USAFI Correspondence Courses Enable GIs in Korea to Combine Military Duty and Stud

WHEN lengthy armistice talks in Korea brought a slowdown in front-line action, more and more GIs began to enroll in the United States Armed Forces Institute Courses. Work is offered at three levels (elementary, high school, and college) and in six areas (science, social science, mathematics, communications, humanities, and vocational-technical), in a total of 352 courses. USAFI provides correspondence or self-study courses, course materials, educational advice and information, and

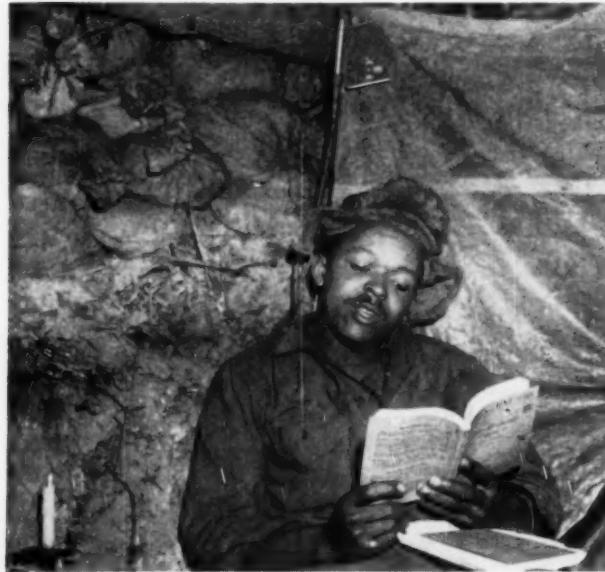
testing and reporting for accreditation purposes.

Only one course may be taken at a time. The cost is a nominal amount for the first course, and subsequent subjects may be taken without charge.

Many of the GIs are studying subjects which they believe will be of help to them when they return to civilian life to start or continue their vocational careers.

*By candlelight in a deep bunker, Pfc. Savon Viggs, of Memphis, studies auto mechanics. A jeep driver at the front, he is one of many GIs who are helping to advance themselves through study.*

*After enrollment, Pfc. Dayron E. Gray, consult Capt. George R. Easterling, of Information and Education Officer, who for guidance in*



dy

Acme Photos

Cpl. Roy L. Hulbert, of Bell, Calif., sits outside his bunker and concentrates on a lesson in his "Metal Working Shop" manual. He feels the course will help him when he goes back to the oil field business after his release from the service.



of Detroit, and Cpl. George Ashley, of Cincinnati, Kent, O., concerning their courses. The Troop has a wide background in teaching, is on hand the self-study courses.

Pvt. Charles G. Rau, of New York City, stands close to his bazooka, ready for emergency action, as he reads through part of his USAFI course.



# Australia's School of the Air

By *Cecil Slocombe*

**T**OWARD the end of 1950, Australia opened a special school, the class members of which are scattered over an area of about 385,000 square miles. It is the School of the Air of the Northern Territory, conducted by the Alice Springs Higher Primary School, the South Australian State Department of Education, and the Federally-financed Australian Broadcasting Commission.

The school would never have been possible without the co-operation of the famous Flying Doctor Service, through the medium of whose wireless system alone it can be carried on. For only this Service is equipped to operate with the two-way, Australian-invented radio transceivers, universal in the outback country, which not only make the Flying Doctor Service possible, but have also transformed life in the hitherto lonely interior.

#### **Children ask questions and discuss lessons**

Designed specially for children on outback stations far beyond the reach of the ordinary educational system, the school has the further novel feature of enabling the children to speak and ask questions, as well as to listen to their teachers. The first twenty minutes of each session are devoted to instruction by the teacher, and during the remaining ten minutes children at the other end of the network are able to seek clarification of points on which they are hazy and to discuss the lesson among themselves.

As a beginning, three half-hour sessions are being presented weekly between the hours of 10:00 and 10:30 in the morning. On Mondays the sessions are entitled "For the Little Folk"; Wednesday broadcasts are devoted to social studies; and on Fridays there is a session similar to the Australian Broadcasting Commission's long-established session, "The Correspondence School Speaks," an integral part of the system of teaching by correspondence the children who live too far away to be able to attend school. This system also was first developed by Australia many years ago.

The material for the Wednesday sessions is prepared and broadcast by teachers of the Alice Springs Higher Primary School. That for the other broadcasts is made available by the Australian Broadcasting Commission and read by teachers. It is transmitted from a specially constructed studio at Alice Springs, from which a line connects with the Flying Doctor station.

#### **New school supplements correspondence system**

The area covered by the school is very thinly populated, most of central and northern Australia being arid and much of it practically desert. Children who directly benefit from the classes live on isolated cattle and sheep stations or at mining settlements scattered over the Northern Territory, and their only means of education is the highly developed correspondence system, to which the new school will be supplementary. Alice Springs is the terminal of the railway from Adelaide, South Australian capital, but a good highway of more than 850 miles connects the town, principal settlement of the center of the continent, with Darwin, the Territory's administrative headquarters and port in the north.

For a beginning, over 80 children are being served over the new network, although some estimates have claimed over 200 pupils. These estimates probably take into consideration a number of children outside the area who are also benefiting. The network has an effective range of 350 miles, and great excitement prevailed among the young folk when the first, keenly awaited lesson came through clearly to all points for which it was intended and a number of others beyond.

#### **Number of lessons broadcast to be increased**

It is planned to increase the number of lessons to five weekly and to co-ordinate into a complete system various areas which hitherto have not been satisfactorily within the correspondence system. The scheme envisages a "School of the Air" providing a normal curriculum with the addition of special subjects

particularly adapted to the better education of outback children.

#### **Schoolroom atmosphere brought to children**

Although outback stations have been kept abreast of day-to-day events by a special short-wave radio service maintained by the Australian Broadcasting Commission, and school lec-

tures on special subjects have long been a feature of southern radio programs, the Alice Springs scheme offers the additional advantage of bringing the complete schoolroom atmosphere into the lives of children who, in the past, have laid the entire foundations of their education through correspondence.

# The Teacher's Plight

By Louise J. Walker

*Department of English, Western Michigan College of Education, Kalamazoo, Michigan*

IN EXTENDING the function of the school so that it touches the life of the community in all its varied phases, the school administrators and the public are often unintentionally undermining the quality of the work and the service of the teachers. It is of the utmost importance that the community understand the real function of a teacher and then that it enable her to perform it.

We give lip service to the idea that the work of a teacher is to teach. We expect her to help the student to face facts as they are, to open his eyes to beauty, to appreciate fine literature, a beautiful painting and great music, and to prize spiritual values. We believe that she should help the student respect the ability and consider the rights of others. Through the teacher's precept and example, the student must realize that there are no superiorities save of achievement, merit, and service.

A good teacher realizes that education and character are priceless possessions that cost time, work, patience, and prayer. Realizing her responsibility and functioning efficiently in the class room take a heavy toll of the instructor's strength, energy, and enthusiasm. By the end of the school day, the average teacher is as weary and as deflated as a punctured toy balloon. She must have time to rest, to change her thinking, to brush the cobwebs from her brain and recuperate for the next day's work. She must have an opportunity to live her own life in a sound, healthful fashion or she cannot be expected to teach satisfactorily. Anything which

interferes with such a program demands careful scrutiny.

Despite the constant drain on her energy, a teacher is often required after school hours to attend two or three prolonged committee meetings or group conferences in a single week. Tabulating scores, making out innumerable reports, writing summaries, and listening to the reading of mimeographed reports which have already been placed in her hands do not improve the teacher's mental or physical health. Notwithstanding the fact that data gathered in this way may look well in an educational magazine and in the columns of the press, may help some one to obtain a coveted Ph.D. degree, or may have some intrinsic value in the building of a curriculum, I contend that such information is often acquired at too great a cost. Incidentally it would be interesting to know how much money some towns with low salary schedules spend yearly for printing numerous handbooks, tentative guides, and pamphlets on everything from "Shall We Add Up or Down?" to "Must the Janitorress Wear Slacks or Skirts?" At any rate, many of these jobs could be done by clerks or stenographers. The teachers are the school's greatest asset. We are spending their energies prodigally.

Unless a meeting serves a real need and arouses interest and enthusiasm in the teachers, I believe that it cannot be justified. Educators and administrators have a responsibility and a great privilege in this respect. Teachers appreciate intellectual vitamins. Everyone recognizes

the value of an inspiring challenge, of honest commendation, of an insight into new procedures and practices and of a bit of sound philosophy. When chairmen meet the challenge with a provocative program, teachers in coming together will be refreshed in body and soul. They will be eager to work, to experiment, to find new methods, and to plan interesting and profitable work for their students.

**Adding duties may decrease efficiency**

The very nature of our way of life has increased the responsibility of the school. It has been performing tasks formerly delegated to the home and to the church. Is it possible that these added duties have lessened the teacher's efficiency and the quality of her workmanship? Very frequently magazines and the daily press herald the inadequacies of the present generation and its failure to master the tool subjects. Recently, a school system in one of the large cities of this country found out through a careful testing program that its students were deficient in their use of the English language. The authorities immediately required that more hours should be given to the study of English. This decision seems a wise one, but I am wondering whether the added hours will be the whole solution. I do not believe that students are entirely to blame for their deficiencies. Students reflect fairly well the type of teaching to which they have been exposed. Would it not be wise to give a teacher time to correct papers, to help students individually, and to make herself a more efficient instructor? A teacher should have time to read stimulating books and professional magazines, to hear provocative lectures, and to see worth-while plays and motion pictures. She needs time to replenish and rekindle her own mental resources if she is to stimulate others. An alert and interested instructor is the best antidote for students' failures.

We do not keep a worn out and inefficient physician on our Board of Health because we pity him. He must be alert, skillful, and cognizant of the best practices in public health or else he will soon find himself without a job. Yet schools are keeping teachers who are liabilities as far as teaching is concerned. Many of these people have much to give but their energies are being sapped and depleted by questionable practices in school procedure. Fortunately, the profession has but few drones.

Let's give these frustrated and overworked teachers a chance to do their best work and then if they fail, replace them. A real teacher will not only gladly teach but do it well.

Not only the Administration at times, but the public also is equally guilty in its infringement on the teacher's rights. Teachers recognize that a parents' association, mothers' study groups, and the like are essential to a well rounded school system. These persons bring to school a knowledge of the needs of their children which is of paramount importance to the intelligent administration of the school. Every effort, and rightly so, should be made to interest them in the school and to utilize their contribution toward its progress.

However, in doing this, the teacher should not be burdened with the details which too often such service implies. When the parents hold meetings, they should not expect the teachers to provide the program and the entertainment. The meeting should have a serious purpose and not be merely a show. Often too much time is spent in planning refreshments. Recently one of my friends spent all her spare time in two weeks making Valentine napkins for a Parents' Meeting. I believe that a purchase at a ten-cent store would have shown a finer sense of values. Often when Parents' Associations plan to raise money and tickets are to be sold, these groups hand each teacher a number of tickets as her quota either to sell or pay for as she chooses. Such a practice is a burden to the teacher. Parents should dispose of the tickets themselves.

**Teachers' lunch periods should be free**

Furthermore, any service that the parent-teacher groups provide for the children should not be added to the teacher's duties. For example, in some communities, the parents' group provides lunch for the children and asks the teacher to serve the lunch. I think such a request is an imposition. The teacher needs her noon hour for rest and for time to eat her own lunch freed from all responsibility. To take a teacher's noon hour to serve a lunch to children is to make the teacher unfit for the teaching she should do in the afternoon. Such a practice is unwise and shortsighted, since teaching is her real function.

Then too, asking teachers to be responsible for children on the playground after school hours in order to accommodate working or

socially minded parents is another unreasonable request. No teacher should be expected to be a nurse maid.

In many schools, teachers are expected to chaperon the school parties and dances. Why shouldn't this responsibility be given to parents? For work outside the classroom, she should, at least, be brought up to the level of a shop worker who receives a time-and-a-half wage for overtime. In no other profession except the ministry does one give so much of his time and services gratis.

Often well intentioned persons ask a teacher to volunteer for such duties as selling tickets, leading meetings, serving meals, promoting drives, and sponsoring clubs. This method of securing the teacher's help does not improve the situation even though it is a little less odious.

Such volunteering is rarely a genuine willingness. The teacher who doesn't volunteer is likely to be considered lacking in cooperation and as a consequence might fail to receive a promotion or an increase in salary.

No thinking person would minimize the importance of the social work. Of course, it must be done, but let someone else have a chance to do it. In every community there are capable, energetic, and responsible persons whose abilities are never utilized. Give them some of these responsibilities and by so doing enlist their interest and help in the school and its activities.

Freed from all such impediments, teachers will then work with verve to meet adequately the challenge and the opportunities of the school room. Furthermore, the public will soon begin to recognize teaching as a profession.

## EDUCATION NEWS DIGEST

**British Universities Offer Graduate Courses for U.S. Students.** Five of Britain's leading universities are offering places to American graduate students in this year's Summer School Program. The courses are offered in subjects for which the universities concerned — Birmingham, London, Nottingham, Oxford, and St. Andrews—are recognized as authorities.

The courses are intended chiefly for teachers, post-graduate students, and other qualified men and women, but are also open to undergraduate students in their senior year. By arrangement with the student's own university, the courses can be credit-earning, and a certificate to this effect will be issued by the British university on completion of the course.

The cost, including tuition, meals, and residence, ranges from \$168 to \$201.60. A limited number of tourist passages from \$160 to \$170 each way have been reserved by the Cunard White-Star Line for American students attending the courses.

Through the generosity of an anonymous British donor who has given a sum of money for Anglo-American cultural relations, a small number of free trans-Atlantic passages will be provided for American students attending the Summer Schools in Britain during 1952. In

addition, the participating universities are offering a limited number of grants to cover part of the accommodation and tuition fees.

The awards will be open to veterans and non-veterans alike, but only well-qualified students who genuinely need such aid and who could not attend a summer school in Britain without it should apply.

The following courses are offered:

*Shakespeare and Elizabethan Drama* (University of Birmingham), July 5-August 16, 1952, to be held at Shakespeare's birthplace, Stratford-on-Avon.

*Problems of Britain's Economic Recovery* (University of London), July 14-August 22, 1952, to be held at the London School of Economics and Political Science.

*Education in England, Its Growth, Character and Aims, and a Comparison with Other Systems* (University of Nottingham), July 12-August 23, 1952.

*Britain and the Modern World* (University of Oxford), Foreign Policy, Colonial Policy, Economic Policy and Overseas Trade, July 5-August 16, 1952.

*Life, Literature, and Politics in Contemporary Britain* (University of St. Andrews), July 5-August 16, 1952.

Applications should be made to: The Institute of International Education, 2 West 45th Street, New York 19, N. Y.

**Aptitude Testing Banned in Eastern Germany.** Vocational aptitude testing has been banned in Russian-occupied Eastern Germany.

All apparatus used in connection with the testing method must be surrendered to the Government, according to reports to the U. S. Labor Department.

The prohibition extends to the further use of such tests by employment service offices and nationalized enterprises to determine the vocational abilities of young persons graduating from elementary or secondary schools.

Thus the Communists make it "easier" for the East German teen-ager to discover what work he is best suited for; in the German Democratic Republic now, as in Soviet Russia, he is "best suited" for any job he may be ordered to take.

**Another Experimental Group in the Danish Folk School Movement.** The Experimental Group was founded in 1949 to provide year-round living and study opportunities for Americans, in homes and at Folk Schools in Denmark and the other Scandinavian countries.

The Folk School movement started more than 100 years ago in Denmark in an attempt to make the whole nation educated. The Folk Schools are residential colleges where young adults from all walks of life live together from three to six months at a time, to study and discuss on a non-vocational basis through the study of the humanities, the fundamental problems of life and democracy. There are now more than 300 Folk Schools in Denmark, Norway, Sweden, Finland, and Holland.

The next Experimental Group will leave New York by ship about August 1. During the ocean voyage the group will get better acquainted and study and practice Danish. Upon arrival in Denmark, there will be a week of orientation in Copenhagen. Each person will then go to a Danish home for a month, where he will live as a member of the family and community and work on the language.

In September the group will meet for a week to share experiences and try, with the help of competent leaders, to gain further insight into the Scandinavian culture. Then each

person will go to another home and community for a second month, and here he will have an opportunity to visit schools, social institutions, and cooperatives.

In October the group will spend another week in evaluation and will meet the Danish Board, who will give them introductory lectures about the Folk School movement.

In November the group will divide among the outstanding Folk Schools, where they will live and study until May. Each person's course will be dictated by his own interest. The curricula in the various Folk Schools differ somewhat, but they usually include literature (Scandinavian and world), politics, church and school, handwork, drama, gymnastics, folk dances, philosophy, and history.

Each member will have an opportunity to stay and study at two or more different Folk Schools in Scandinavia.

Most group members spend Christmas in private homes.

During the first week in January and at the end of April the group meet to share experiences and evaluate.

The cost for the round trip from New York, board and room from August to May, and tuition is estimated at \$950. This low sum is made possible through the cooperation of the Folk School, hospitality of Danish homes, and interested individuals and organizations on both sides of the Atlantic.

The project is designed primarily for youth leaders and teachers. College graduates are preferred, but factors such as maturity, serious interest, and adventurous spirit are more important than the number of years spent in formal education. A speaking knowledge of Danish is not required, but the willingness to acquire it is. The Experimental Group places no racial or religious restrictions on its membership.

The Experimental Group is being subsidized by the Danish Ministry of Education and is recognized by the Fulbright Committee for American students under the Fulbright Program. Veterans under the G. I. Bill of Rights can also study as members of the Experimental Group.

Applications and inquiries should be sent to Aage Rosendal Nielson, 278 Farmington Avenue, Hartford 5, Connecticut.

*"Whereas the mark of the machine age was the dehumanization of man, the new age will give primacy to the person, so that ethics and the humane arts will dominate politics and techniques. Our present task is to identify the emergent elements and to find a method, open to each of us, for bringing them together."*—From Lewis Mumford's "The Conduct of Life."

# THE Human Relations Front

by Layle Lane

*Chairman of the Committee on Democratic Human Relations*



## DEBITS

In recent months the Anti-Defamation League has engaged in a preliminary survey of the extent of discrimination toward doctors, patients, and hospital personnel belonging to minority groups. The results, statistically, are still indefinite, but enough of a sampling has been made to reach this conclusion: Discrimination in hospitals exists; it is widespread; at times it is brutal and cold-blooded, besmirching the medical profession with the tragic death of the sick who might otherwise have been healed.

Students of Winter Haven High School, Florida, were not allowed to appear on the same platform with students from a Negro school in a Junior Chamber of Commerce oratorical contest. The topic of the contest was "I Speak for Democracy."

The Supreme Court postponed ruling on the constitutionality of segregated schools on the grounds "that a Federal District Court in South Carolina had not given its views on a report as to whether substantially equal educational facilities had been furnished to Negro students." The District Court in June had upheld segregation but ordered that the Negro schools must be equal to those for white children. School officials were given six months to report on the progress made in equalization. The "progress report" was not released by the District Court and failure to do this was given by the Supreme Court as the reason for its action.

The Group Areas Act of South Africa has been put into effect despite the efforts of the UN. The purpose of the law is to divide South Africa into areas in which only persons of a particular color or race may reside. Persons who trade in areas set aside for another racial group will not have their licenses renewed, and companies controlled by persons not entitled to live in the area where the company's business is carried on can be interfered with.

The "America United" radio forum program has had to be discontinued by the National Broadcasting Company because the NAM and the Chamber of Commerce were no longer willing to have their representatives participate in debates with farm and labor groups.

## CREDITS

Members of ten AFL building unions are giving their week-ends to build a new cerebral palsy center for Nassau County (N. Y.) children. The free help of the workers is saving at least \$100,000—more than one-fourth of the normal cost of such a structure.



The Field Foundation of Chicago has given the National Japanese American Citizens League \$2500 for "working toward securing of more equitable settlement of losses suffered in the 1942 evacuation." Legal assistance will be provided in determining "the right of churches and schools to claim losses, the right of corporations and stockholders to compensation, eligibility of survivors, validity of claims involving the California Anti-Alien Land Act, rental losses, and management costs."



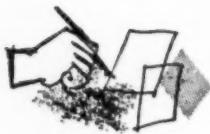
Mr. Evan E. Worthing, a wealthy business man who had extensive property in the Negro residential district of Houston, Tex., left a trust fund of more than \$500,000 to provide college scholarships for deserving graduates of the Negro high schools in Houston.



Students from Egypt, India, Germany, Norway, Sierra Leone, Japan, Burma, Chile, England, and China, living in International House, New York City, were the week-end guests of the Young Adults Club of the Wappinger Falls (N.Y.) Presbyterian Church. For the three days the students were part of the family life of their hosts. They helped with home chores, visited the local school, enjoyed a covered dish supper, and attended church services. Both guests and hosts "obtained a larger view of the world."



Takejuro Shigemura, a red-cap at Union Station, Seattle, has set up at Carleton College a scholarship fund of \$1000 in memory of his son, who was killed in World War II. The interest is to be used each year to help a needy student. The son was a student of Carleton, which has been the recipient of additional funds from Mr. and Mrs. Shigemura—\$100 toward a new student union building. They have also established a memorial fund at the University of Washington to donate a prize annually to the student who has done the most to promote international understanding.



## LABOR NOTES

### Community teams urged in rehabilitating handicapped\*

The Task Force on the Handicapped, appointed by Mobilization Director Charles E. Wilson to develop plans for the effective use of handicapped workers in the defense program, has completed its study and submitted its recommendations to the Manpower Policy and the Labor-Management Manpower Policy Committees.

Pointing out that each year 250,000 persons become disabled to the extent that they need rehabilitation, and that the nation now has a "backlog" of 2 million Americans who could be rehabilitated into the labor force, the task force report declared that "disability will become a major obstacle to national strength and vitality unless a determined and concerted effort is made to cope with it."

The task force urged the use in each community of "teams" of physicians, physical therapists, and specialists in vocational rehabilitation and job placement, augmented by community leaders who can bring the full resources of the community to bear on the needs of individual handicapped persons. Provision would be made for short intensive training of such teams, under the plan submitted by the task force.

The group also called for more realistic physical standards in hiring the handicapped, a national inventory of facilities for physical and vocational rehabilitation, and development, by recruitment and special training, of an increase in the number of available specialists in rehabilitation services.

### Women workers have fewer accidents

So the little woman is pretty awkward in driving a nail, you think. Don't worry! The Illinois Department of Labor has come up with facts and figures showing women workers get hurt less often than men do.

Women—the statisticians reveal—comprise one-third of all workers in the state. Yet, 90 per cent of all on the job accidents happen to male workers.

Viewed from the severity angle, women also have the edge. Their injuries are mainly cuts and lacerations, less often a strain or a sprain. Men sustain more fractures than any other type of injury.

And men have no monopoly on the hazardous jobs. Women are working on punch presses and other power machinery in increasing numbers each year.

Has the marital status anything to do with accident susceptibility? The statisticians disclose that out of a total of 4,823 recent employment injuries involving female workers, 59 per cent were married women, 17 per cent were widowed or divorced, and 24 per cent were single.

The statistics were compiled from closed claims before the Illinois Industrial Commission. Only injuries that disable the worker for one week or more are reportable.

Women, the figures show, are more often stricken with occupational diseases than male workers. The ratio is five per cent for women against two per cent for men.

### Whose fault is this?

The Gallup Poll reveals that 41 percent of the people don't know who Sen. Estes Kefauver is, despite the fame he gained as head of the Senate's crime investigating committee.

Last fall, the poll reported that 34 percent of the people either could not identify Secretary of State Dean Acheson or had never heard of him.

Now comes Lester Markel, Sunday editor of the *New York Times*, who says that "three out of ten voters are unaware of almost every major program in foreign affairs and only 25 out of every 100 voters can be considered reasonably well-informed."

The fault may lie with the press. Or it may lie with the schools. Or with the uninformed themselves.

Many persons are unaware of the issues. Many don't even know the name of their Congressman. Alert trade unionists, particularly the officers of local unions, have a job cut out for them in educating their friends on who's who and what's what. It is a continuous job.

One way they can do this is by seeing to it that fellow unionists and

neighbors read the *AFL News-Reporter*.

Another way is to get their fellow-workers to attend meetings of their local chapters of Labor's League for Political Education.

### Housing co-ops gain near Chicago and Detroit

A cooperative housing venture of some fifty families on the prairie west of Chicago moved a step further this week.

The York Center Cooperative at Lombard, Ill., bought 10 additional acres of farm land adjoining their present tract on Roosevelt Rd. On the new site a dozen more families will eventually build.

York Center's insistence on open membership—barring no races or creeds—stirred some community controversy when the co-op started after the war. But today some 30 families are settled in homes which they built by sharing labor, and a dozen more homes are going up. People of many races and religions and national backgrounds work side by side, with saws, hammers, and trowels.

Together these families own their own community water system, and together they are building and maintaining roads through their development. Landscaping and other facilities are also managed cooperatively, as is the title to the land. Thus unity and continuity are assured for the community.

In Centerline, Mich., on the outskirts of Detroit, another cooperative venture of a different type is proving that home ownership means improvement in home living.

The 500 families living in Kramer Homes bought the war-housing community from the government in 1949. In the intervening years they have spruced up the place under their own management. New sidings are appearing everywhere and new roofs are going on. Best of all, payments under FHA mortgage guarantees are being met right on schedule, in spite of some layoffs in plants where many of the Kramer home residents work.

Layoffs don't spell as much trouble for home owners in Kramer Homes as they do in some other places. A

\$30,000 fund set aside by the co-operative is used to pay for work done around the project by temporarily unemployed residents who have skills to sell.

#### Unique pension plan covers hosiery workers

*The Wall Street Journal* reported an agreement between the officials of the American Federation of Hosiery Workers and the Full Fashioned Hosiery Manufacturers of America, Inc., covering 11,000 workers in 40 hosiery mills throughout the country. An employee will be eligible no matter where he works so long as it's for a mill participating in the plan. This feature, report the officials, is unique for pension plans, and is extremely important in the hosiery industry. The fund is financed solely by the employers, who pay a 4 per cent contribution of the weekly payroll. Benefits under the plan range from \$80 to \$165 monthly, including social security, for a worker without dependents. Without social security the normal pension spread under the plan would be \$30 to \$65 a month. Employees in participating mills would be eligible to retire at 65 on a monthly pension.

#### ICFTU asks UN to act against Venezuela's persecution of unions

Charging "persecution" of the trade union movement in Venezuela and the use of "brutal measures" against striking workers in that country, the International Confederation of Free Trade Unions has called upon the United Nations "to take action in order to bring about the respect for trade union rights guaranteed by the United Nations."

In a report made to Trygve Lie, UN Secretary General, Matthew Woll, AFL vice-president, and Jacob Potofsky, president of the Amalgamated Clothing Workers, CIO, speaking for the ICFTU, denounced the Venezuelan government for imprisoning trade union leaders without charges and for torturing "a number of trade union leaders" in that country.

Messrs. Woll and Potofsky are the ICFTU's official representatives to the UN Economic and Social Council. The ICFTU with a combined world membership of 53 million workers in 70 countries throughout the world has official status before the UN.

The ICFTU document disclosed that since 1948 Venezuela had in-

**LOWER VACATION RATES  
FOR ALL UNION MEMBERS**

Unique vacation playground owned and operated on a non-profit basis by the **INTERNATIONAL LADIES' GARMENT WORKERS' UNION** at Forest Park, Pa.; a short run from New York or Philadelphia... Special rates to members of all bona fide trade unions... thousand-acre woodland paradise... 3-mile private lake... tempting cuisine... sparkling entertainment... always an interesting "crowd."

RESERVE NOW: Bring your Union Card... New York Office: 1710 Broadway, Columbus 5-7000; Philadelphia Office: 929 North Broad Street, S. Stevenson 7-1004. Ask for booklet.

**Internationally Famous  
UNITY HOUSE  
in the Poconos**

stituted a reign of terror against the trade union movement. The ICFTU charged that the military junta which now rules Venezuela had, three years ago, dissolved the Venezuela Federation of Workers and its affiliated organizations affecting four-fifths of the organized workers of Venezuela.

In a detailed memorandum the ICFTU charged "systematic persecution, confiscation of union property, arrest of trade union leaders, coercive action against workers by the Venezuelan militarists."

#### Windowless buildings dangerous, says ILO

A warning against the use of windowless buildings in the atomic age is given in a report by the International Labor Office.

The report, entitled "Hygiene in Shops and Offices," was prepared by ILO experts for the second session of the 13-nation Advisory Committee on Salaried Employees and Professional Workers which met in Geneva in February.

"A serious outbreak of fire would rapidly fill the building with smoke

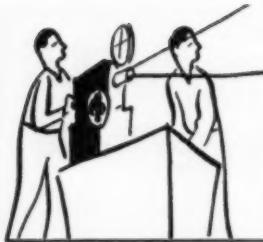
and convert the entire structure into a furnace against which external hosing would be useless," says the ILO report.

Furthermore, a windowless building is apt to be completely demolished by an explosion, since there are no windows to act as "safety valves" and to provide an outlet for explosive forces.

The report suggests that where it is essential to construct buildings underground, at least one "external" wall should be exposed to outside air and should be of relatively light construction so that there is at least one element which will "give in" and act as a safety valve in the event of an explosion.

"The artificial and total exclusion of all outside views and of daylight," the report says, "is against man's natural inclinations and is liable to induce a feeling of depression and confinement which can seriously affect the mental and physical health of the worker and lead to a corresponding reduction in his efficiency and output."

This consideration outweighs the advantages that windowless buildings might otherwise have.



## BOOKS AND TEACHING AIDS



### An attractive supplementary text for elementary geography classes

#### THE PUZZLE OF FOOD AND PEOPLE

By AMABEL WILLIAMS-ELLIS. A Geography Reader published for UNESCO by Manhattan Publishing Co., 225 Lafayette Street, New York 12, N.Y. 1951. 58 pp. 60 cents. Special prices in quantities of 25 or more.

This well-written supplementary text for children in the 10-13 age group can be used effectively to add human interest to history, geography, science, or social science classes. It should help to make clear the need for international cooperation in solving the problem of providing sufficient food for all the peoples of the world.

### The evolution of the principles of American education

#### READINGS IN AMERICAN EDUCATIONAL HISTORY

By EDGAR W. KNIGHT and CLIFTON L. HALL. Appleton-Century-Crofts, Inc., New York, N.Y. 1951. 799 pp. \$5.00.

Here is a fascinating collection of the original sources of educational and social history of the United States from the early part of the seventeenth century to 1950. The volume includes documents "which throw light on the battles which have been waged around the so-called principles of American education." There are only brief comments and occasional notes by the editors. Otherwise the documents are allowed to speak for themselves.

Teachers of today will find especially interesting the "Instructions for Schoolmasters" given in 1706. Fourteen precepts are set up, among them this: "That they do in their whole Conversation shew themselves Examples of Piety and Virtue to their Scholars, and to all with whom they converse."

Small salaries are traditional, it would seem. In 1750 a Pennsylvania schoolmaster was paid "seven shillings and sixpence and one-half bushel of grain every six months for each scholar; in addition he shall live in the school house free of rent, to which a piece of ground shall be attached, have the collections taken in church on two of the chief festivals of the year, together with occasional perquisites."

The reader will find, among other topics, documents on loyalty oaths dating back to 1776, selections on the educational rights of women, arguments for and against

federal aid and compulsory education laws, and quotations from the writings of men interested in education, from George Washington and Thomas Jefferson to John Dewey and Arthur Schlesinger.

### An aid to the understanding of the earth and planetary relationships

#### A GEOGRAPHIC "GADGETEER"

By MALCOLM DAVIES. Baltimore City Board of Education, Baltimore, Md. 1952. 117 pp. \$1.50.

In many classes certain basic facts concerning the size, shape, and position of the earth are presented in a dogmatic fashion: these are the facts, they must be learned. The purpose of this book is to break away from this stultifying attitude. The scientific method and the scientific approach to problems can be grasped by our youth only if they can have the experience for themselves.

This book enables the pupil to have a sense of experiencing scientific discovery. Each problem is carefully set forth so that the reader knows exactly what he is after and then he is led step by step to the conclusion. A number of "gadgets" are described which the class or individuals can use so that they may feel the thrill of making discoveries for themselves.

Although this book is small, it has many advantages that make it desirable for classroom use. The language is simple and suitable for any high school pupil. The book stresses the scientific way. It is profusely illustrated with simple line drawings and nomographs, 68 in all, of exceptional quality, that say more than many lines of text could.

Some of the topics dealt with are: the circumference of the earth, the earth's rotation, the nature of the interior, the continental arrangement, and some facts concerning the moon and the planets. All of the more unusual statements in the book are documented so that both pupil and teacher may verify them. It is suggested that many of the references could very well be used as the source of additional reports by the pupils.

Although the book was written with geography students in mind, the method and topics are ideal for general science, physics, physiography, and aeronautics. The author, an active member of Local 340, Baltimore, developed this material with his own classes and it has been tried in the classroom situations of other teachers as well.

M. JASTROW LEVIN, Local 340, Baltimore, Md.

## New methods of art education

### THE ARTIST IN EACH OF US

By FLORENCE CANE. *Pantheon Books, Inc.*, 333 Sixth Avenue, New York 14, N. Y. 1951. 370 pp. 23 color plates, 166 black and white illustrations. \$6.50.

In this remarkable book, which is the fulfillment of twenty-five years of practical experience, Florence Cane gives us the key to her new methods of art education in the following sentence: "What we need to be taught is not art, but to believe in ourselves, our imagination, our senses, our hands, to free our bodies and our spirits that we may work and live according to our visions."

One can see that Florence Cane has a deep understanding of human beings and knows the importance of freeing the inner feelings for true expression. The basic aim of her method is the development of the pupil's body, soul, and mind through art experiences. She gives specific exercises in movement of the body to liberate expression, from which the pupil gains courage and freedom. Her "case histories" of children and adults, plus her clearly defined methods in helping them, with pictures to show the paths of progress, is absorbing and enlightening.

For the teacher who has heard "I can't paint" or "I don't know what to paint"; for the talented who have been disappointed in recent attempts at art, here is a treasure chest of concrete methods and inspiration.

EMILY AULL, Local 1, Chicago, Ill.

## Films and color slides on Colonial Williamsburg

"Williamsburg Restored," a new documentary film in color, depicts the history and restoration of this significant colonial capital city.

Designed for use by adult groups, organizations, and schools, the new motion picture made for Colonial Williamsburg by the Julien Bryan International Film Foundation is the first of a projected series of films on this old city and the 18th century life here which developed many of our earliest leaders. It is available through the new Film Distribution Section of Colonial Williamsburg. The film can be rented for \$5 or purchased for \$180.

The 44-minute, 16 mm. documentary film shows historic actions of the 18th century in Williamsburg, the start of the restoration work a quarter-century ago, details of the actual techniques employed, and scenes of typical visitors seeing the old city today. Included are scenes of the 1920's showing the early cars and high fashions of the period—the age of flappers and flappers—when the historic city was in danger of losing the last vestiges of its colonial appearance.

Other film and color slide sets already available through the new audio-visual department of Colonial Williamsburg include the 44-minute sound color film, "Eighteenth Century Life in Williamsburg, Virginia," and sets of color slides with narrative texts on the history and restoration of the city, on authentic 18th century flower arrangements and on the restored gar-

dens of Williamsburg. The rental for the film is \$5, for the slides \$2.50.

To rent or purchase films, write to Colonial Williamsburg, Film Distribution Section, Box 516, Williamsburg, Virginia.

## An excellent text for the study of insect life

### INSECT NATURAL HISTORY

By A. D. IMMS. *The Blakiston Company, Philadelphia 5, Pa.* 1951. 327 pp. 40 color plates. \$5.00.

This is an excellent text for a beginning course in entomology with a minimum of scientific terms and details of anatomy and classification. Habits, physiology, structure, classification, and economic importance are considered in a readable manner. The color plates of the different aspects of insect life are outstanding.

The book was written in the British Isles but the insects discussed are found throughout the world.

MEYER HALUSHKA, Local 1, Chicago, Ill.

## A valuable reference for high school English classes

### AN INTRODUCTION TO SHAKESPEARE

By MARCHETTE CHUTE. *E. P. Dutton and Co., New York, N.Y.* 1951. 123 pp. \$2.25.

Shakespeare was both a successful actor and a popular playwright. This small volume introduces the actor and writer in a delightful and readable style. There is no attempt to make the book a complete biography of the artist, but the author presents enough background to make Shakespeare a human and busy figure. Neither is there any profound criticism of the plays; there is, however, enough comment to stir interest in them. On the whole this is a reference that high school English teachers could assign without fear that the student will be overwhelmed and driven away from the pleasure of reading Shakespeare.

## Annotated civil defense bibliography for teachers

Teachers may obtain copies of this 28-page bibliography from State Civil Defense Directors or from the Superintendent of Documents, Government Printing Office, Washington 25, D. C. It is one of a series of bulletins prepared by the Federal Civil Defense Administration for those who are concerned with state and local civil defense training programs.

The bibliography lists about 200 references to publications readily available to schools. For each publication listed there is indicated the level at which the material should be used: elementary, secondary, or adult.

The references are classified according to subjects, such as: Schools and Civil Defense, Atomic Energy and Its Uses, Survival from Attack.



# from the LOCALS

## Taylor Township tells a success story that proves the value of teachers' unions

**1085** TAYLOR TOWNSHIP, MICH.—The Taylor Township Federation of Teachers has ample evidence of the value of organization. And, since the old saying is that "money talks," here are some shouting figures. In February 1949, before the local was organized, the salary schedule went like this: 2 years' training—\$2,280 to \$2,880 in 6 years. 3 years' training—\$2,400 to \$3,120 in 7 years. 1 degree or more—\$2,520 to \$3,700 in 11 years.

The organization of Local 1085 brought a change by October 1950. Then the schedule became: 2 years' training—\$2,640 to \$3,480 in 8 years. 3 years' training—\$2,760 to \$3,840 in 10 years. Bachelor's degree—\$2,880 to \$4,320 in 13 years. Masters' degree—\$3,000 to \$4,440 in 13 years.

The agreement made with the board of education at that time included also the provision that further salary negotiations would be conducted between the board and the

local. The results of these negotiations are improved salaries and other benefits.

The new salary schedule, which will be effective in September 1952, shows a definite upward trend: 2 years' training—\$2,640 to \$3,600 in 5 years. 3 years' training—\$2,760 to \$3,960 in 6 years. Bachelor's degree—\$3,120 to \$4,800 in 8 years. Master's degree—\$3,360 to \$5,040 in 8 years.

Other features of the new agreement provide that Local 1085 shall continue to be the agent for the teachers in negotiations with the board for salaries; that the same schedule shall prevail for men and women; and that extra pay of \$120 shall be allowed for teachers who direct the band or athletics, and for teachers of mixed grades if the number of pupils exceeds 35.

The sick leave policy allows 10 days' absence per year with full pay, accumulative to 60 days, for personal illness, illness in the immediate family, death in the immediate family, or quarantine.

## The hardworking substitute needs money, too

**231** DETROIT, MICH.—Substitutes in the Detroit area are receiving pay increases. Those with 180 days of teaching service are getting an increase of \$1.25 per day, making their daily salary \$17.00. If a substitute has 360 days of teaching or more, the increase is \$2.50, making the daily salary \$18.25. Adjustments in rates are made twice each year.

The Detroit Federation of Teachers called attention to the fact that substitutes had been overlooked when teachers' salaries were increased and pursued the matter until agreement was reached. Originally the plan had been to put aside the substitute pay question until later

and not to increase their salaries before September 1952. However, with the cooperation of three board members including Pat McNamara, labor member on the board, the raise was made effective at the beginning of the spring semester.

## Attend Board meetings

**1094** IRVINE, KY.—The Irvine local has found that the idea of having two teachers attend school board meetings serves a double purpose. It keeps the teachers informed on school board action, and it also helps them to realize the nature of the problems that the board is meeting.

## Famous author reveals Communists like oaths

In offering legal advice to its locals on the matter of signing the loyalty oath required under a new Pennsylvania law, the Pennsylvania Federation of Teachers very aptly quotes from *I Led Three Lives* by Herbert Philbrick, who was an FBI operator in the Communist party. He points out that:

"The loyalty oath is another popular device, short of outlawry, which does more harm than good for the cause of anti-Communism.

"In March, 1948, the State of Massachusetts put the teeth of penalty into its 13-year-old teachers' loyalty oath law.

"Publicly, the comrades violently attacked the law. But in the secrecy of cell meetings they laughed about it, and gave orders which put Communist teachers first in line to sign up.

"A few teachers in the state refused to sign and could not teach. But they were non-Communists.

"The cause of anti-Communism lost more than it gained. Such oaths give the Communist Party new propaganda fuel, but they do not control party members or activities."

## The Perfect Teacher

**250** TOLEDO, O.—The Toledo Federation of Teachers confesses this gem is "swiped," and so no author can be credited here, either. *The Perfect Teacher* must have:

1. The education of a college president.
2. The executive ability of a financier.
3. The humility of a deacon.
4. The discipline of a demon.
5. The adaptability of a chameleon.
6. The hope of an optimist.
7. The courage of a hero.
8. The wisdom of a serpent.
9. The gentleness of a dove.
10. The patience of Job.
11. The grace of God.
12. The persistence of the devil.

## 762 seeks freedom in choosing affiliations

**762** WILMINGTON, DEL.—Administrative pressures to compel teachers to join certain professional organizations is a problem of long standing in the Wilmington schools. When the situation had become acute in 1948, the president of the Wilmington Federation of Teachers was given to understand, in a conference, that neither the superintendent nor the board of education had been aware of the situation, nor did they wish such pressure to continue; nevertheless, the problem has persisted.

Here are some of the devices used to influence teachers in their choice of affiliation:

1. A principal or supervisor calls a teacher into a private conference, requests him to join certain organizations and points out the advantages that will accrue to the teacher if he joins certain professional groups and the disadvantages of not joining.

2. In a staff meeting, an administrator will urge teachers to join professional organizations. The name of the federation will be omitted. Thus, by omission, it is inferred that the federation is not an acceptable group.

## Ohio retirement plan offers alternatives

**250** TOLEDO, O.—The bulletin of the Toledo Federation of Teachers reports several interesting features of the new retirement system for the teachers of Ohio.

Teachers in that state are eligible to receive a retirement allowance:

1. If they have completed 36 years of service credit, regardless of age; or

2. If they have reached the age of 60 with not less than 5 years of service credit; or

3. If they have attained the age of 55 with 30 or more years of service credit.

Another important provision is that teachers may make additional direct deposits in units of \$100 to be used at retirement to provide additional annuity.

There are optional plans for the payment of the retirement allowance:

1. The retiring teacher may choose to have a larger annuity if he agrees that payments are to cease at his death, regardless of the amount that he has received up to the time of his death.

2. He may agree to accept a smaller retirement allowance, payable to him for his lifetime, with the provision that if he dies prior to the ex-

3. On occasion, when the federation is included in the list, an administrator makes it clear by his attitude that this is an organization of which he does not approve.

4. In one instance last fall, a principal in faculty meeting urged teachers to join certain organizations which she named. The federation was omitted from the list. A teacher questioned the omission, whereupon the principal replied to the effect that she was listing professional organizations and that there was a difference of opinion whether the federation was a professional group. By casting doubt on the status of the federation, the principal not only exposed herself to charges of indirect pressure, but obliquely attributed professional incompetence to a substantial number of teachers on her own faculty.

Such practices as these create uneasiness among teachers and undermine cordial relationships between members of the staff. The federation seeks, therefore, a simple statement in writing to make clear the position of the superintendent and the board of education.

## Chicago wins 8% raise

**1** CHICAGO, ILL.—The Chicago Teachers Union faced a difficult task in its recent negotiations for the salary increase won for all Chicago teachers. One of the obstacles to overcome was the feeling on the part of many members of the board of education that a 6 1/3% increase was adequate. The increase finally won amounted to an average of 8%.

Another hurdle was the effort of some groups to present a salary plan which, although it provided a single salary schedule, offered little increase during 1952, and, in addition, required 14 instead of 10 years to reach the maximum. The schedule finally negotiated not only offers an increase to all teachers but provides a minimum salary of \$3,000.

### Elementary\*

Year	Old Schedule	New Schedule	Increase
1	\$2,700	\$3,000	\$300
2	2,900	3,150	250
3	3,100	3,350	250
4	3,300	3,570	270
5	3,500	3,780	290
6	3,700	4,000	300
7	3,905	4,220	320
8	4,115	4,450	335
9	4,330	4,680	350
10	4,540	4,910	370

### High School\*

Year	Old Schedule	New Schedule	Increase
1	\$3,200	\$3,460	\$260
2	3,440	3,720	280
3	3,680	3,980	300
4	3,925	4,240	315
5	4,180	4,520	340
6	4,435	4,790	355
7	4,685	5,060	375
8	4,940	5,340	400
9	5,195	5,620	425
10	5,445	5,890	445

\* A master's degree is now required for high school teachers entering the system, and a bachelor's degree for elementary school teachers. The high school teacher's day is longer than that of the elementary school teacher.

## Elected to labor post

**540** ROCKFORD, ILL.—Raymond Froehlich, member of 540 and one of its past presidents, was recently elected president of the Rockford Federation of Labor.

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## Boston sets up a code of ethics for Union teachers

**66** BOSTON, MASS.—The Boston Teachers Union has adopted the following Code of Ethics:

### General principles

The Boston Teachers Union is a fraternal organization and as such obliges its members in a special way to follow the laws of justice and charity. While as members of the great fraternal labor movement we have joined ourselves to all those who see the integration of workers as a means to the brotherhood of mankind, we have in a particular way joined ourselves to our fellow teachers in Boston. One of our first and most obvious obligations, then, is the welfare of those teachers in our own local. To our fellow members we owe more than the amenities; we owe a love that manifests itself in a willingness to sacrifice our own material gain for the good of our brothers. We owe an unremitting patience in listening to their trials and in attempting to reconcile differences among groups and individuals. To refrain from condemning their actions until they have been heard, and even then to contain the controversy within the union hall is a simple emanation of this fraternal spirit.

### Obligations of the local and of the individual member

It follows from the union principle of "each for all" that no group within our union may seek advancement for itself or for any of its members except by union agreement and through properly designated union representatives. It is clearly unethical for a union member to approach a superintendent, a school committee man, or the whole committee, or any other official, to plead his cause or that of a group unless the union itself has directed him to do so.

It must be equally clear that no union member may properly hold office in any other teachers' organization which has for an object the improvement of salaries or conditions. To tolerate this is openly to condone dual unionism.

### Duties of members to officers

In our relations with the officers we elect to administer our affairs we recognize that they often serve with great personal sacrifice and are usually closer to the essentials of a situation than we can be, and so we grant them our confidence. However, since our officers are our elected representatives, we must see that they speak and act for us. To this end

our honest convictions require us to debate in the union hall whenever we disagree with them, for we must not fail in enunciating inviolable principles or in giving clear instructions for their guidance.

### Duties of officers to membership

Our representatives in turn must conduct themselves so that our union may be beyond reproach. Since it is in the nature of our organization to deal for salaries and conditions with publicly elected officials who theoretically have no separate power of decision but constitute a policy-making board or a legislative body, it becomes imperative that all union representatives avoid even the appearance of personal dealings, and deal always as representatives of the teachers' union with representatives of the public. Accordingly, all conferences and interviews with superintendents or individual school committees must be arranged for two or more union representatives. Our representatives are granted no discretionary power, except by union action. They are our envoys merely.

### Professional obligations of the teacher

Inasmuch as ours is a service profession, our primary concern must be for the welfare of those in our care, an obligation limited, of course, to the time and to the purpose for which we undertake this service. All those professions to which mankind accords honor are based on competence, integrity, and personal responsibility of their members. As teachers in the best tradition we do not wish to evade the personal responsibility demanded of us, the responsibility not primarily to a state, nor to a system of government, nor to a school system but to the pupils entrusted to us by their parents. And thus devolves upon us the duty, often unpleasant, of allowing nothing but the direst emergency to interrupt a class or the instruction or guidance of a pupil. The instruction and care of our charges takes precedence over all other activities whatsoever.

It is from this principle of personal responsibility to parents and pupils that our rights and duties as teachers proceed. Any interference with the teacher's efforts in the development of his pupils is to be resisted and condemned from whatever source it comes. Like any other worker of recognized professional competence, the teacher must be the final judge of his pupil's best interest as far as the teacher's province extends.

However, as in all other honorable professions, the individual will in cases of uncertainty hasten to consult with his colleagues, even requesting a special meeting of the union if the situation demands immediate solution.

### Conclusion

Because the sacred trust of foster parents is inherent in our vocation, we are constrained to repudiate any code of ethics that exalts personal loyalties and the exigencies of a system and that operates to the detriment of the teacher. We have accordingly repudiated the Code of Ethics issued by the Boston School Department and have adopted the foregoing guide for the future.

## Candidates address Eau Claire locals

**696 & 917** EAU CLAIRE, WIS.—Attorney Henry Reuss, Democratic party candidate from Wisconsin for the U.S. Senate and an outspoken opponent of Senator Joseph McCarthy, addressed a joint meeting of Locals 696 and 917.

Mr. Reuss, chairman of the Citizenship Committee of the Milwaukee County Bar Association, spoke on the threats to the teacher's freedom in the classroom. He cited numerous examples of the "bullying" of Wisconsin teachers by persons using the now well-known scare tactics. He told of one group that accused a school system of being "communistic" because of group activity programs in the classroom. Another instance was a denunciation of a teacher as communistic because she taught that some of the Founding Fathers did not entirely favor democracy and sought to check it through the Constitution.

"The constriction of the freedom of expression is becoming pervasive," Mr. Reuss continued. "This includes the teachers' right to organize. There are now bullies throughout Wisconsin seeking to strait-jacket freedom. The threat to the teacher's right to teach fairly and to the political life of the community has seldom been so great."

The joint meeting, sponsored by the political committees of the two locals, also presented candidates for the city council and the board of education. Local 696 includes teachers from the public schools of Eau Claire; the members of Local 917 are from the State College in Eau Claire.

## Allowance to be made for extra duties

**231** DETROIT, MICH.—The directive long sought by the Federation has finally gone out to principals of Detroit High Schools: all high school teachers, including department heads and counselors, are to have programs that come as close as possible to equaling five 45-minute classes, two 45-minute duties, one 45-minute lunch period, and one 45-minute free period.

... For years teachers who get out the school paper or the year book, put on the school play or the school concert, or those who coach the various athletic organizations, or handle the business of the senior class have had to depend on the reasonableness and good will of the administration within their schools. In many cases it worked, and the teacher who put on the play and who gave two or more clock hours a day to rehearsals was relieved of duties and a class. But this was not so in all classes.

... Equally important has been the job of the journalism teacher who in one school carried five classes, a duty, and did the school paper, while in another school the teacher doing the school paper had no classes and one or two duties.

Obviously, this wide divergence was not fair to either of the teachers doing the same job in the two different schools, nor, in the second case, to the other academic teachers in the building who had to carry the extra student load.

No teacher is in a high school for more than one term before he realizes that members of the faculty who assume extra-curricular responsibility are not to be envied even when their programs are shortened. On the other hand, a conscientious straight academic teacher rightfully resents carrying the student load of a faculty member who is not doing the teaching he was primarily hired to do.

Teachers do not object to adjusted programs, as long as the programs bear some resemblance to an established schedule which holds for ALL. It is only when favoritism moves in and becomes the factor in deciding who should have what programs that resentment results.

... Teachers with extra-curricular duties should have programs which take into account the time given for extra but very important aspects of education.

*The Detroit Teacher*

## Massachusetts locals hold first state meeting

The Massachusetts State Branch of the AFT recently held its first conference. So much enthusiasm was expressed that there is no doubt that many more conferences will follow.

"The Teacher's Part in Advancing the Cause of Education" was the central theme of the series of meetings.

At the opening session Dr. Frank S. Goldin chose as his subject "Improving Mental Health in the Public Schools."

Dr. Anna Arnold Hedgeman, Assistant to the Administrator, Federal Security Agency, spoke on "Education for Living in a United World." She shared with her audience some of her insights gained from many years in education, social work, and intergroup relations. "Teachers," she said, "should take courses for professional improvement, yes, but even more important today are courses which will make us understand better the world situation. We must know about Suez and South Africa. We must read beyond what we're accustomed to read. Our children may be living all around the world, so they must understand the striving

toward democracy of the less developed peoples of the world, and they must understand the meaning and impact of our democracy on these peoples."

At the luncheon meeting Dr. Daniel L. Marsh, Chancellor of Boston University, addressed the group on the topic, "Maintaining the Dignity of the Teaching Profession." Other speakers included AFT President John M. Eklund; Arthur Elder, chairman of the AFT Commission on Educational Reconstruction; and Kenneth Kelley, secretary-treasurer of the Massachusetts Branch of the American Federation of Labor.

**EDITOR'S NOTE:** *Part or all of Dr. Marsh's address will be published in our May issue.*

## Eliminate one form of segregation

**527** NEW ORLEANS, LA.—A plan has been adopted for complete integration of the administration of the school system. There will no longer be a separate administration for the Negro division. This victory for Local 527 eliminates one form of segregation.



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Major Carl L. Sitter, USMC



Medal of Honor

THE HILL WAS STEEP, snow-covered, 600 feet high. Red-held, it cut our lifeline route from Hagan-ri to the sea; it had to be in our hands.

Up its 45-degree face, Major Sitter led his handful of freezing, weary men—a company against a regiment! The hill blazed with



enemy fire. Grenade fragments wounded the major's face, chest, and arms. But he continued heading the attack, exposing himself constantly to death, inspiring his men by his personal courage. After 36 furious hours the hill was won, the route to the sea secured. Major Sitter says:

"Fighting the Commies in Korea has taught

me one thing—in today's world, *peace is only for the strong!* The men and women of America's armed forces are building that strength right now. But we need your help—and one of the best ways you can help us is by buying United States Defense Bonds.

"So buy bonds—and more bonds—starting right now. If you at home, and we in the service, can make America stronger *together*, we'll have the peace we're working for!"

★ ★ ★

Remember, when you're buying bonds for national defense, you're also building a personal reserve of cash savings. Remember if you don't save *regularly*, you generally don't save at all. Money you take home usually is money spent. Sign up today in the Payroll Savings Plan where you work, or the Bond-A-Month Plan where you bank. For your country's security, and your own, buy U. S. Defense Bonds now!

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